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Florida Migratory Child Compensatory Program Announcement of Staff Development Activities.

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The intent given for the Florida Migratory Child Compensatory Program staff development activities is to assist local individual teachers, teacher groups, schools, and school districts in the implementation of in-service training activities that will enhance improvement of the individual teacher. Twenty-five experiences provided by problem-oriented, self-paced staff development activities are described. Educational needs of migrant children are identified under the following five rubrics: (1) physical well being; (2) bridging experience; (3) language development; (4) personal and social development; and (5) occupational development. Responsibilities toward the program of the counties, the Migrant Education Center and the State Department of Education are outlined. (EV)

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FLORIDA
MIGRATORY CHILD
COMPENSATORY
PROGRAM

ANNOUNCEMENT OF STAFF DEVELOPMENT ACTIVITIES

Emanating from

MIGRANT EDUCATION CENTER FLORIDA ATLANTIC UNIVERSITY

as authorized by THE FLORIDA BOARD OF REGENTS

Established Under the Provisions of
TITLE I ESEA (PL 89-10 as amended by PL 89-750)

In Cooperation with
FLORIDA STATE DEPARTMENT OF EDUCATION
Division of Curriculum and Instruction
Tallahassee, Florida

JANUARY 1969

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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JANUARY 1969

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Boca Raton, Florida 33432

INTRODUCTION

The Florida Migratory Child Compensatory Program is a state-wide effort conducted by the State Department of Education and implemented through the Migrant Education Center at Florida Atlantic University to continue, expand and improve programs that serve the unmet needs of migratory children.

One of the basic activities of the plan is staff development to assist individual participants, schools, and counties in the implementation of local programs and services. These activities are determined by the individuals and groups experiencing the struggle with the unmet needs. The expected outcome will be the movement toward the personal and collective solution of the problems encountered.

A wide variety of staff development activities are available to professionals and non-professionals working with agricultural migratory children through the Migrant Education Center at Florida Atlantic University.

This brochure was prepared to provide all persons participating in the Florida Migratory Child Compensatory Program with a descriptive guide to staff development experiences, directed toward the immediate and continuing improvement of the education of agricultural migratory children.

Consultants attending Orientation Meeting

POINT OF VIEW

It is the intent of the Florida Migratory Child Compensatory Program staff development activities to assist local individual teachers, teacher groups, schools, and school districts in the implementation of in-service training activities that will enhance the improvement of the individual teacher.

After identifying unmet needs and formulating objectives, the individual teacher or teacher groups should organize a planning committee composed of local project coordinators, supervisors, and other local resources.

The purpose of this committee is to confirm stated needs and assist in the finalization of objectives and goals of the groups' plans.

The local planning committee should then contact the Migrant Education Center at Florida Atlantic University, and involve their staff in the planning and implementation of the plans. As anticipated, these staff development activities should lead to a tangible product that will bring about a solution to the local problem and possibly assist others, who are experiencing similar problems.

WHAT IS AVAILABLE

I. Problem-oriented, self-paced staff development activities should provide any of the following experiences to the county programs in order to aid county, schools, teacher groups and individual teachers:

1. gain first hand information concerning the local migrant culture and the contributions of the migrants to life in Florida.

2. make a record of informal procedures used successfully to quickly determine the level at which a child is ready to work and the skills with which he needs special help.

3. become more skillful in test construction.

4. modify and adapt curriculum and instructional materials to the background experiences and maturity levels of migrant children.

5. identify the learning styles of migrant children and make a collection of promising practices.

6. obtain a general orientation to the Florida Migratory Child Compensatory Program.

7. formulate new curriculum and instructional materials specifically designed to serve the unmet needs of the children.

8. visit community resources available to migrants and compile an annotated catalog.

9. compile vignettes which reflect the involvement of many children in learning through first hand experiences, manipulation of multisensory aids, and utilization of all types of printed materials.

10. acquire greater skill in all interpersonal relations (basic encounter and teacher groups).

11. create a school and classroom climate conducive to the learning of all children.

12. grow in ability to assist children and parents appreciate and produce creative products and assemble descriptions which portray the range and scope of such activities.

13. become familiar with occupations and vocations available to the migrant and compile Vocational Handbooks.

14. develop a program for video taping portraying successful methods and procedures for planning, preparing and conducting simultaneous small group and individual learning experiences. These tapes can then be kinescoped and distributed.

15. engage in and record developmental sequences depicting utilization of the systematic problem solving strategies.

16. plan, carry out, evaluate and record innovative approaches to the involvement of migrant parents and resident parents in activities related to the education of their children.

17. investigation into the effectiveness of instructional practices such as role playing, speech, chorus, pen pals, puppetry, travel diaries, maps of travel routes, descriptive sketches of travel experiences or observations during travel.

18. prepare for, participate in, and evaluate summer visitations of migrant schools and camps in the East Coast Stream States. (Develop, field test, and evaluate curricular or instructional materials or practices based upon observations of the migrant children's experiences noted. Participants' transportation and per diem will be subsidized.)

19. prepare instruments and devise data gathering procedures to be utilized in the country-wide, school or individual teacher evaluation of the local migrant program. Then make a report which summarizes the information and data obtained by applying these instruments and procedures.

20. study the pupil transfer record and formulate specific ways using data at the classroom, school or county level; (summarize interpret data on pupils received during the school year (1967-68) in a manner that

illustrates the proposed utilization; record and send to the central file suggestions for the improvement of the record or the transfer system).

21. formulate, field test, and distribute a guide for language development, bridging experiences or occupational development designed to meet the needs of the children for whom they are responsible.

22. attend orientation conferences and meetings for community people.

23. develop joint seminars with cooperating agencies.

24. participate in experiences which develop the relationship between the teacher and the aide.

25. use of Idiomatic Spanish Language Package for those teachers working with children with Spanish surnames.

II. Workshops of not more than one week in length may be conducted during the summer as a follow up activity to the self-paced staff development done during the year.

III. Workshops of not more than two weeks may be held during the summer as a follow-up activity of the self-paced staff development activities conducted during the school year.

IV. Services are available from student interns and/or graduate students from universities on a temporary basis.

V. Visits are available to the Migrant Education Center at FAU in conjunction with self-paced staff development activities planned and conducted at the local level.

EDUCATIONAL NEEDS OF MIGRANT CHILDREN

PHYSICAL WELL BEING

Clothing.

Health services and instruction.

Food services and instruction in nutrition.

BRIDGING EXPERIENCE

Social services to improve home-school relations.

Specially designed instructional materials.

Provision of appropriate study environment or study centers.

Organized pre-school experiences.

Parental encouragement in school activities.

Regular school attendance.

Adequate school and health records and transmittal of records.

Experiences that enhance home and family life.

LANGUAGE DEVELOPMENT

Speaking, listening, reading, and writing standard English.

Remedial instruction in basic learning skills.

Individualized learning including tutorial services.

PERSONAL AND SOCIAL DEVELOPMENT

Personal guidance.

Recreational services.

Improved self concepts.

Enriching cultural experiences.

Greater sense of belonging to community.

Instructional program geared to the individual learning styles and needs.

OCCUPATIONAL DEVELOPMENT

Vocational guidance.

Occupational information.

RESPONSIBILITIES OF THE STATE, COUNTY AND MIGRANT EDUCATION CENTER

The counties, the Migrant Education Center and the State Department of Education all have responsibilities that must be fulfilled if staff development activities are to be of maximum benefit.

Following is a brief statement of the responsibilities of each agency.

I. County

Organize a steering committee, which includes teachers to:

A. Plan and conduct preliminary activities necessary to the formulation of this phase of staff development activities in that county.

1. Conduct a survey to determine the activities in which local personnel wish to engage.
2. Compile a report which indicates the following:
   a. type of participation desired in terms of individual teacher(s), school(s), or county.
   b. number of persons involved in each category; non-professional (aides and clerks), teachers, principals, supervisors, others (community leaders, representatives of cooperating agencies).
   c. proposed schedule of meetings after school, evenings, Saturday, place, etc.

B. Complete 3 copies of the form for reporting and mail one copy to Mr. Dale Hilburn, State Department of Education, Tallahassee, Florida; one copy to Dr. Lester E. Tuttle, Migrant Education Center, Florida Atlantic

University, Boca Raton, Florida and retain one for your file.

C. Keep community and school people informed as to progress of activity.

D. Notify participants of first meeting.

E. Provide assistance and material which participants may need between the visits of activities consultants.

F. Make sure that representatives of community agencies which serve the migrant population, local community leaders, and growers are involved in a suitable manner. (Example, joint seminars with school people).

G. Designate one person to be a county contact person. This person will be contacted by the Migrant Education Center and the Florida State Department of Education for information needed throughout this activity.

II. Migrant Education Center, Florida Atlantic University is to:

A. Prepare and distribute an announcement bulletin.

B. Assist in selection of consultants qualified to implement Migrant Education Program.

C. Notify county contact person of consultants who have accepted the responsibility.

D. Notify consultants of their assignment and provide any necessary orientation.

E. Remunerate consultants.

F. Visit each county program to assist where needed.

G. Work closely with the State Department of Education consultant in all phases of this program.

H. Supply lists of materials, films, audio tapes, books, pamphlets, kinescopes, brochures, and periodicals which are available.

I. Provide a full-time consultant to assist in leadership and coordination as he works closely with the Migrant Education Center and local personnel.

III. State Department of Education

Provide a full-time consultant to give leadership and coordination as he works closely with the Migrant Education Center and local personnel.

A. Facilitate study of county survey reports.

B. Visit with Migrant Education Centers in order to accomplish the stated purpose.

C. Visit counties, activities consultants and

local personnel in the implementation of activities.

It should be re-emphasized that individuals participating in the program are responsible for their own goals, planning, and courses of action resultant from efforts of other cooperating individuals and agencies.

HOW IT WORKS

For the activities listed, each county may obtain up to eight days of consultation services. There is no cost to the county for these services. The number of consultants provided as well as the number of visits will depend upon the:

A. Nature of the activity

B. Availability of local resource persons

C. Number of participants

It is of utmost importance that each participating school realize that these staff development activities must lead to a tangible product. This product might take many different forms such as:

A. Locally developed test battery

B. A structure for teaching a given topic

C. A video tape

D. A plan for the county-wide dissemination of the materials and mechanism for the feedback for evaluation of the materials.

The product will be the result of some ongoing program during a given period of the county project. It must be emphasized that the consultant will be a consultant in the true sense. He will listen to the needs, problems, and objectives of the local personnel and work with them on the development of an operational plan to meet a defined local need.

Specific Health Needs Discussed

OTHER ACTIVITIES

Subsequent announcements of workshops, institutes, seminars, and conferences will be made as plans are developed. In the meantime, requests for staff development activities which counties might wish to conduct as part of the local program with county project funds may be directed to:

Dr. Lester E. Tuttle, Jr., Director
Migrant Education Center
Florida Atlantic University
Boca Raton, Florida 33432
Telephone: Area 305 No. 395-5100 ext. 661

OR

Mr. Dale Hilburn, Consultant
Education for Migrant Children
State Department of Education
Tallahassee, Florida 32304
Telephone: Area 904 No. 599-5782
or 599-5885

Meeting with State Department Officials

Small Group examining materials